Model Standards for Out-of-School Time After-School Programs in Michigan

Self-Assessment Checklist

How to use the *Model Standards for Out-of-School Time/After-School Programs in Michigan Self-Assessment Checklist*

This document was developed as a companion to the *Model Standards for Out-of-School Time/After-School Programs in Michigan* (Model Standards) which were adopted by the Michigan State Board of Education in August 2008 and endorsed by the Michigan After-School Partnership and the Michigan AfterSchool Association. The **Self-Assessment Checklist** will assist schools and other organizations in developing high-quality, comprehensive out-of-school time programs. The standards are based on research concerning quality programs for school-age children.

A set of critical components for out-of-school time programs is presented in the Model Standards document as six distinct areas for which quality standards have been established. These components are:
- Health, Safety, and Nutrition;
- Human Relationships and Staffing;
- Indoor and Outdoor Environment;
- Program and Activities;
- Administration; and
- Single-Purpose Programs.

This document may be used as a guide to developing and evaluating out-of-school time programs for children in kindergarten through eighth grade. While not targeted for programs serving high school students, many of these standards may be applicable to these programs as well. The Model Standards are voluntary for all programs, except those programs specifically mandated by their funding. The Model Standards indicate very high-quality. This Self-Assessment Checklist is recommended, along with other research-based assessment tools for program monitoring and self-assessment [i.e., Youth Program Quality Assessment (YPQA), Afterschool Program Assessment System (APAS), Quality Assurance System (QAS)].

Rating the Quality of Your Program
It is recommended that programs use a team approach when conducting the self-assessment. Greater strides will be made when all involved parties contribute to the process and help shape a program's goals. The process below describes the procedure that can be used by an entire after-school staff to conduct a program self-assessment. Professionals are encouraged to adapt the same process to include participating youth, families and community partners.

Participants of this program self-assessment process should individually rate the content and management of the program based on the frequency with which the program achieves higher levels of quality as described in each of the Model Standards and indicators.

- The sections below each standard are indicators of how that Model Standard may be seen in an after-school program. Not all indicators will be present in each program.

- The Comment/Evidence rows allow space to include examples of how that particular standard is observed at the program. Notes in the Comments sections will help describe what was observed and support the rating that is selected.

- Use the following scale to determine the rating and frequency of the standards and indicators within the program:
  - o "Mastered" is checked if the indicator describing the Model Standard is present consistently at a high level of quality.
  - o "In Place" is checked if the indicator is present some of the time, but may not be consistent across all program components or not followed consistently.
  - o "Planned" is checked if the indicator is not currently present, but plans to include this component to increase program quality will be developed.
  - o "N/A" is checked only in instances of program components that do not apply based on the type of program that is being rated (only those components not shaded may be rated as "N/A").

Using a Team Approach to Program Quality Self-Assessment and Goal Setting
A Program Leader or Site Director can facilitate this process by:

- Engaging all program staff in the launch of the self-assessment process, emphasizing the value of program quality improvement.

- Distributing the ***Model Standards for Out-of-School Time/After-School Programs in Michigan*** and the **Self-Assessment Checklist** to all program staff; ensuring that staff review and become familiar with them in advance.

- Allotting each staff member the necessary time to complete an individual self-assessment for all Model Standards to the best of their knowledge and experiences.

- Convening program staff as a group to discuss their individual observations, agreeing on a group consensus rating, and deciding on the top priorities for quality improvement.

- Creating a program-wide **Self-Assessment Checklist** that reflects the staff's agreement on ratings and consensus of priorities for improvement.

- Developing program goals within a Quality Action Plan (QAP).

- Monitoring the QAP and its timelines to ensure progress is being made on schedule.

- Celebrating your team's successes in meeting your own program's goals for improvement!

I. Health, Safety, and Nutrition	Rating				Quality Action Plan		
	Planned	In Place	Mastered	N/A	Right Now	This Year	Next Year
A. The physical and emotional health, safety, and security of all children and youth are protected.							
❑ In school buildings, safety and health standards required during the school day are continued in the OST program.							
❑ Health and safety regulations follow those of Licensing Rules for Child Care Centers of school-age.							
❑ Children are supervised at all times, including arrival and departure.							
❑ A system is in place to prevent unauthorized individuals from taking children from the program.							
❑ Staff plan for different levels of supervision according to the level of risk involved in an activity.							
❑ Staff build trusting relationships with youth that provide physical and emotional security.							
❑ Equipment and facilities are checked daily and maintained in a safe fashion.							
❑ Programming facilitates a variety of physical and nutritional activities that meet the needs of all children/youth.							
Comments/Evidence:							
B. Written policies and a training system are in place for emergencies.							
❑ Staff members are trained in accident prevention and in plans for emergencies. Plans are written and posted prominently.							
❑ Staff members are trained in emergency practices and regular reviews of emergency plans are conducted.							
❑ Contingency plans for emergencies, including closings, are communicated to families of students upon enrollment.							
❑ A procedure for emergency communication with families (e.g., phone trees, e-mail and web postings, cell phone usage) is established and communicated.							
❑ A phone is available at all times.							
❑ Emergency family and medical contact information is maintained in the program and available to program staff at all times.							
Comments/Evidence:							

I. Health, Safety, and Nutrition (cont.)	Rating				Quality Action Plan		
	Planned	In Place	Mastered	N/A	Right Now	This Year	Next Year
C. Staff members are all trained to handle emergencies.							
❑ Within three months of beginning to work in the program, each adult program staff member shall hold valid certification in CPR and basic first aid as issued by the American Red Cross, American Heart Association, or a comparable organization. Training is updated to remain current.							
❑ There is always an individual onsite who has current first aid training, CPR, and blood borne pathogen training.							
Comments/Evidence:							
D. Positive policies and procedures ensure the health of all children and staff.							
❑ The environment is clean, and appropriate sanitation, disinfecting, and maintenance procedures are followed.							
❑ Sick children and adults do not attend the program.							
❑ The spread of illness is contained by proper hand washing procedures and other hygiene practices.							
Comments/Evidence:							
E. Appropriate transportation rules are followed.							
❑ Transportation provided to students follows regulations in the Revised School Code for transporting students to and from school.							
❑ Field trip transportation is arranged with the knowledge and consent of parents, and follows transportation rules required for school field trips or as required by child day care licensing for licensed programs.							
❑ Public Transportation is utilized in the manner approved in the Revised School Code or in Licensing Rules for Child Care Centers.							
Comments/Evidence:							

I. Health, Safety, and Nutrition (cont.)	Rating				Quality Action Plan		
	Planned	In Place	Mastered	N/A	Right Now	This Year	Next Year
F. Proper procedures for the administration and handling of medication and individual medical procedures are developed.							
❑ Procedures are written, implemented and distributed in program handbooks to staff and parents.							
Comments/Evidence:							
G. The program serves food and drinks that meet the needs of all children.							
❑ After-school programs serve a minimum of one snack if children attend fewer than 2½ hours. Students who attend longer programs receive nutritional components commensurate with the time spent in the program, including either an additional snack or meal.							
❑ Nutrition requirements are the same as those that apply to the MDE, Child and Adult Care Food Program.							
❑ Deprivation of food is never used as a punishment.							
❑ The program serves healthy foods and drinks.							
❑ The amount and type of food offered is appropriate for the ages and sizes of children.							
❑ Drinking water is readily available at all times.							
❑ Children's special nutritional needs are accommodated.							
Comments/Evidence:							
H. Food is stored and prepared safely.							
❑ Food storage and preparation standards are maintained as required by Child Care Licensing Rule R400.5902.							
❑ Appliances for heating and cooling food are maintained in a safe manner.							
Comments/Evidence:							

II. Human Relationships and Staffing	Rating				Quality Action Plan		
	Planned	In Place	Mastered	N/A	Right Now	This Year	Next Year

A. Adult/Child Relationships
    1. Are authentic, consistent and positive
    2. Establish primary relationships							

❑ Staff treat all children respectfully, positively, and warmly.							
❑ Children appear to be comfortable and happy in the program.							
❑ Staff give attention to children and their individual needs, special interests, and abilities.							
❑ Availability and longevity with the organization supports youth/staff relationships.							
Comments/Evidence:							
B. Child management is handled with care and respect, focusing on prevention and using methodology, which promotes positive self-esteem. Safeguards for children included in the Revised School Code pertain to out-of-school time.							
❑ Staff members are kind, fair, and caring to all children.							
❑ Staff set appropriate, realistic limits that are consistently enforced.							
❑ Staff model and encourage communication, cooperation, and conflict resolution.							
❑ Corporal punishment is not allowed.							
Comments/Evidence:							
C. Staff to child ratios and group size are established to insure that authentic, helpful, and caring relationships can be established and maintained between children in the program and the staff. Required minimum staff to child ratios are maintained consistently; high quality ratios are preferred.							
❑ Adequate numbers of qualified staff are hired, trained, and on-site.							
❑ At least two adult staff members are present in the program at all times when children are present. Adult staff members are individuals who are 18 years of age or older. A high school student who is 17 and in the final year of a high school career preparation program in child care may count as an adult.							

II. Human Relationships and Staffing (cont.)	Rating				Quality Action Plan		
	Planned	In Place	Mastered	N/A	Right Now	This Year	Next Year
☐ Groups of children do not exceed 30 in order to maintain a high quality program. A group consists of those children and their program staff members who function as a unit for activities.							
☐ Minimum ratios: • For children school-age up to 12 years of age, there shall be one caregiver to 18 children or a fraction thereof, including children who are related to the staff and licensee.							
☐ High quality ratios: • Grades K to 3—one adult for ten children. • Grades 4 to 8—one adult for 15 children.							
☐ Mixed-age groups follow the ratio requirement for the youngest children in the group.							
☐ Sufficient staffing is available to meet minimum ratios in all locations when groups are split between indoor and outdoor or separate activity areas.							
Comments/Evidence:							
D. Staff (program staff and administrative staff) develop open and supportive relationships focused on the goals of the program.							
☐ Staff members communicate and cooperate with each other consistently.							
☐ Staff members support each other through shared planning, coordination, and flexibility.							
☐ Staff members treat each other with respect and tolerance.							
Comments/Evidence:							
E. Staff composition and relationships with each other and the children regularly reflect sensitivity to diversity and gender equity.							
☐ The program policy prefers employment of staff members who reflect the languages, cultures, and genders of the children and families served.							
☐ Staff training is provided in diversity.							
☐ Staff members are sensitive to culture and gender.							
☐ Staff members are sensitive to individual children's special needs and abilities.							
Comments/Evidence:							

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II. Human Relationships and Staffing (cont.)	Rating				Quality Action Plan		
	Planned	In Place	Mastered	N/A	Right Now	This Year	Next Year
F. Policies and standards are developed and written related to staff qualifications for each position, including written job descriptions used in recruiting and hiring staff.							
❑ A written job description is available for each position in the OST program, which includes the title and qualifications needed, job duties, and salary/benefit range.							
❑ The plan for staff selection includes checking references.							
Comments/Evidence:							
G. A written plan for recruitment, orientation, and retention of staff is developed and implemented.							
❑ The written plan for recruitment, orientation and retention of paid, volunteer, and community staff is consistent and used by administrators for implementation and decision-making. The plan is considered by board members and administrators in budget development.							
❑ New staff participate in eight or more hours of preservice orientation activities, and preservice orientation activities include elements of youth development.							
Comments/Evidence:							
H. Each site has an adult site supervisor or director with decision-making responsibilities.							
❑ The site supervisor/director is at least 21 years of age; have earned a high school diploma or GED; have current certification in infant, child, and adult cardiopulmonary resuscitation (CPR) and first aid; and completes 12 clock hours of annual training on topics referenced in the Licensing Rules for Child Care Centers R 400.5102(3)(b), in addition to CPR, first aid, and blood borne pathogen training.							

II. Human Relationships and Staffing (cont.)	Rating				Quality Action Plan		
	Planned	In Place	Mastered	N/A	Right Now	This Year	Next Year
❑ A high quality site supervisor/director is at least 21 years of age and has a bachelor's degree and experiential background including college-level work and/or experience in education, child development/child psychology, recreation, social work, youth development, community organization, or another field relevant to work with students during out-of-school times or possesses the Michigan School-Age Youth Development Credential.							
❑ The site supervisor/director is available onsite when students are onsite.							
Comments/Evidence:							
I. Program staff working directly with students will meet child care licensing rules for school-age programs.							
❑ As a minimum, staff shall adhere to the Licensing Rules for Child Care Centers R400.5104.							
❑ High quality staff will possess the Michigan School-Age Youth Development Certification within one year of employment in an after-school program.							
Comments/Evidence:							
J. A written plan for on-going staff development is implemented and budgeted. This plan must include: • **child/youth typical and atypical development;** • **curriculum;** • **behavior management/child discipline;** • **health/safety;** • **nutrition;** • **working with parents;** • **child/adult CPR/first aid/emergency procedures;** • **child abuse and neglect prevention and reporting;** • **record keeping;** • **appropriate activities; and** • **licensing rules for child care centers.**							
❑ The plan for staff development is incorporated into the overall staff development plan for the school or agency, is reflected in the budget, and is based on an assessment of the needs of the program and the staff. Staff qualifications, as well as program evaluations, are taken into consideration and are consistently implemented.							

II. Human Relationships and Staffing (cont.)	Rating				Quality Action Plan		
	Planned	In Place	Mastered	N/A	Right Now	This Year	Next Year
❑ Within three months of beginning to work in the program, each adult program staff member shall hold valid certification in CPR and basic first aid as issued by the American Red Cross, American Heart Association, or a comparable organization.							
Comments/Evidence:							
K. A written, board-approved compensation plan is developed to retain qualified staff and maintain quality programs.							
❑ The written, board-approved compensation plan is clearly related to the local market, staff qualifications, program quality, and staff retention. This plan is consistently implemented with short-term and long-term fiscal sustainability plans in place.							
Comments/Evidence:							
L. All staff who work with children are physically/mentally able to perform outlined job duties and are free of criminal convictions.							
❑ Staff physicals are required prior to employment, and are updated at least every three years.							
❑ Criminal background checks are required prior to employment as defined by Licensing Rules for Child Care Centers.							
Comments/Evidence:							
M. Staff evaluation is established and used for ongoing professional development.							
❑ Each staff member is evaluated semi-annually by the supervisor. Staff evaluations are used to guide decision-making about professional development activities connected to program goals and objectives.							
Comments/Evidence:							

III. **Indoor and Outdoor Environment**	Rating				Quality Action Plan		
	Planned	In Place	Mastered	N/A	Right Now	This Year	Next Year
A. The indoor environment is established to offer a safe, comfortable, age-appropriate, stable facility with adequate space in which to carry out the program.							
❑ There is specific space that is safe, clean, and comfortable with enough room (a minimum of 35 square feet per child) for all program activities.							
❑ The facility is arranged and furnished for a variety of learning and recreational activities, including space for active and quiet play, homework, and spaces for groups of children, and privacy for individual children.							
❑ There is adequate space for storage of equipment and materials, as well as personal possessions of children and staff.							
❑ Physical environments can be modified to meet the needs of the program offerings and special needs of individuals.							
❑ Written guidelines are in place regarding the use and maintenance of program facilities.							
❑ The program is creative in meeting space constraints in shared spaces.							
Comments/Evidence:							
B. The outdoor environment is established to offer a safe and age-appropriate area for daily outdoor play and sports.							
❑ There is adequate outdoor space available for large motor and sports activities daily.							
❑ Children may choose to use a wide variety of outdoor equipment and games for active and quiet play.							
❑ The Public Playground Safety Handbook[1] is recommended when applicable.							
❑ All outdoor equipment and spaces are suitable for the sizes and abilities of all children and are maintained in a safe manner.							
Comments/Evidence:							

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[1] Public Playground Safety Handbook – www.cpsc.gov/cpscpub/pubs/325.pdf

III. Indoor and Outdoor Environment (cont.)	Rating				Quality Action Plan		
	Planned	In Place	Mastered	N/A	Right Now	This Year	Next Year
C. All materials and equipment, both indoor and outdoor, are purchased and maintained to provide learning and play experiences that are age-appropriate, individually supportive and regularly offer multiple choices.							
❑ Enough materials and equipment are available to provide for at least three activity spaces per child.							
❑ There is a full range of learning and recreational equipment and materials (sensory, woodworking, art, literacy, recreational materials, technology, science, math, etc.).							
❑ Materials and equipment are available for a variety of choices, individual and group interests, and in good repair.							
Comments/Evidence:							
D. The environment is accessible to children and families with disabilities.							
❑ Program is barrier-free and complies with all Americans with Disabilities Act (ADA) regulations.[2]							
Comments/Evidence:							
E. The environment reflects the diversity represented in the population of the community and gender equity.							
❑ Décor, materials, and resources reflect family backgrounds and interests of children.							
❑ Materials, photographs, and equipment are representative of a variety of cultures/populations.							
Comments/Evidence:							
F. The environment reflects various learning styles and abilities of all children.							
❑ There is a variety of age-appropriate materials within active and quiet spaces to accommodate all children's learning styles and abilities.							
Comments/Evidence:							

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[2] American with Disabilities Act regulations - www.ada.gov

IV. Program and Activities	Rating				Quality Action Plan		
	Planned	In Place	Mastered	N/A	Right Now	This Year	Next Year
A. Activities are planned and supported through resources which reflect the interests and abilities of the children enrolled and provide support for the school-day activities, especially supplementing the areas of development not regularly provided during the school day.							
❑ Resources are available and utilized to provide a variety of child-centered activities that increase the opportunities for all children to develop in all areas (social, emotional, intellectual, academic, physical, and cultural).							
Comments/Evidence:							
B. The comprehensive curriculum addresses the needs of the whole child, individual as well as group needs, and supports the school curriculum.							
❑ Staff members demonstrate awareness of children's individual daily needs and learning styles and plan to accommodate them in daily programming.							
❑ There is a clear rationale for the activities chosen.							
❑ Formal processes or structures are in place linking the program to the school day.							
❑ Activities have educational, social-emotional, physical or life-skills outcomes.							
Comments/Evidence:							
C. Materials are of sufficient quantity and type to support the curriculum for all ages.							
❑ A minimum of three developmentally appropriate activity choices are available for each child daily. The enriched environment includes a wide variety of multiple materials and equipment, which are available to children.							
Comments/Evidence:							
D. Program development and implementation is carried out in such a way to include significant child choice and involvement in planning.							
❑ Staff give children many opportunities to choose what they will do, how they will do it, and with whom.							
❑ Children are included in the planning process.							
❑ Children are encouraged to offer ideas, take the initiative, and make suggestions.							
Comments/Evidence:							

IV. Program and Activities (cont.)	Rating				Quality Action Plan		
	Planned	In Place	Mastered	N/A	Right Now	This Year	Next Year
E. Parents are appropriately involved in the planning, management, evaluation, implementation and improvement of the program.							
❑ Multiple systems are in place for parents to be involved and to provide input regarding policies, procedures, curriculum, etc.							
❑ Multiple systems are in place for maintaining communication with parents.							
❑ Families and community members feel welcome, respected, and comfortable in the program.							
❑ Expectations for adult participation in the program are clearly communicated.							
Comments/Evidence:							
F. School day and OST activities are linked in ways that support the academic development of each individual child.							
❑ OST programming includes developmentally appropriate academic support and enrichment activities that complement the school curriculum.							
❑ OST staff members work with individual teachers and parents to support children's homework needs.							
❑ OST staff members participate in school-wide activities and goals.							
Comments/Evidence:							
G. Program collaborates with other youth organizations, community resource agencies and schools to meet the needs of all participating children/youth.							
❑ Establish mechanisms for regular communication to better coordinate.							
❑ Support opportunities for youth.							
Comments/Evidence:							

IV. Program and Activities (cont.)	Rating				Quality Action Plan		
	Planned	In Place	Mastered	N/A	Right Now	This Year	Next Year
H. Staff are educated on the character education curriculum components and can demonstrate their presence in annual programming.							
❑ Curriculum planning includes annually at least two or more of the components of character education: • service learning; • conflict resolution; • asset building; • leadership; • decision-making skills for healthy choices; • peer activities—older with younger; • intergenerational activities; and • peer mediation.							
❑ Character education opportunities are consistent with the Michigan State Board of Education Policy on Quality Character Education.[3]							
Comments/Evidence:							
I. Computer technology experience, which helps children become comfortable with both skills and materials, should be available at all ages.							
❑ Computers and age-appropriate software (or access to) are present in the program and used regularly by all participants.							
❑ Computer and technology opportunities are consistent with the State of Michigan Educational Technology Plan.[4]							
Comments/Evidence:							
J. The OST daily schedule provides for regular indoor/outdoor activities.							
❑ Each child has a chance for physical activity at least 30 minutes each three-hour block of time.							
❑ When weather does not permit outdoor participation, active indoor movement and games are offered.							
Comments/Evidence:							

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[3] Michigan State Board of Education Policy on Quality Character Education – http://www.michigan.gov/documents/Character_policy_final_94134_7.pdf
[4] State of Michigan Educational Technology Plan – www.michigan.gov/documents/STP2006_5-10-06c_158945_7.pdf

V. Administration	Rating				Quality Action Plan		
	Planned	In Place	Mastered	N/A	Right Now	This Year	Next Year
A. Prior to developing a new program, a comprehensive needs assessment is conducted and the results are used in planning.							
❑ A needs assessment is administered to prospective parents, school staff, and when appropriate, to children. Program development and implementation is based on the data.							
Comments/Evidence:							
B. Stakeholders, including parents, guardians and family members, school personnel, businesses, service organizations, and others, in the school and community are identified and involved in and/or informed of the program.							
❑ OST staff, school staff, students, and members of the community conduct regular meetings to coordinate programming, curriculum, and goals.							
❑ Ongoing communication and linkages, including formal advisory committees, between and among OST staff, school staff, community members, youth advisory councils, and families are established and encouraged.							
❑ Community goals for children, as identified by the county multipurpose collaborative body, ISD, or municipal entities, are incorporated into the program.							
❑ Youth and staff share responsibilities for community outreach efforts.							
Comments/Evidence:							
C. The established budget reflects input from appropriate stakeholders, utilizing a process that is inclusive and comprehensive.							
❑ The budget development process includes the program director, other school administrative staff, and the district/agency budget staff.							
Comments/Evidence:							

V. Administration (cont.)	Rating				Quality Action Plan		
	Planned	In Place	Mastered	N/A	Right Now	This Year	Next Year
D. Fund development, revenue, and fiscal management systems are planned for and implemented to provide for a high quality, sustainable program supporting these standards.							
❑ Revenues and expenses are reported and monitored utilizing effective business office procedures. Fees are established to support quality programming. Grant funds, Department of Human Services subsidies, scholarships and donations are used to support program goals.							
Comments/Evidence:							
E. The program has developed a policies and procedures handbook for parents and staff.							
❑ Clear, concise, thorough handbooks are developed, updated regularly, and given to each parent and employee (one for parents and one for staff). The policies and procedures are administered in a consistent and equitable manner and include at least: • enrollment policies; • adult behavior expectations; • attendance policies (including sign-in/sign-out procedures); • administration and handling of medications; • emergency contingency plans; and • behavior management procedures.							
Comments/Evidence:							
F. A system of regular and comprehensive program evaluation is established and used for on-going program improvement.							
❑ At least twice a year, staff and parents are given the opportunity to evaluate the program and the results are used for systematic program improvements.							
Comments/Evidence:							

V. Administration (cont.)	Rating				Quality Action Plan		
	Planned	In Place	Mastered	N/A	Right Now	This Year	Next Year
G. Program administration training is in place for site directors/supervisors.							
❑ Professional development is planned for and implemented to include: • program content; • program delivery system; and • methods for working effectively with all children, parents, and staff.							
Comments/Evidence:							
H. Youth have an influence on the structure and policy of the organization.							
❑ Youth participate with program quality review and plans for improvement.							
❑ Youth and staff share responsibility on program governing bodies (e.g., boards, advisory panels, standing committees, task forces).							
Comments/Evidence:							

VI. Single-Purpose Programs	Rating				Quality Action Plan		
Note: Single-purpose programs may not find all standards applicable to their programs but are encouraged to review this document in its entirety. Many standards will be relevant to all high quality OST activities. The following standards should be followed by programs that are not designed to be comprehensive.							
	Planned	In Place	Mastered	N/A	Right Now	This Year	Next Year
A. Programs that are established to provide one type of activity for a limited time period meet minimum requirements to ensure students' health and safety.							
❑ Standards I.A.-I.H. and II.A. and II.B. are met. (see pages 1-4)							
Comments/Evidence:							
B. Programs are appropriate for the students enrolled.							
❑ Activities are age appropriate.							
❑ Activities meet the learning styles and interests of the enrolled students.							
Comments/Evidence:							
C. Appropriate staff members are present at all times.							
❑ At least one adult is present at all times.							
❑ Staff members have specialty expertise relevant to the content/skill of the program being offered.							
Comments/Evidence:							

Quality Action Plan

❑ Right Now   ❑ This Year   ❑ Next Year

After-School Site Name: _____

Goal: _____

Current Date: _____   Target Date: _____   Success Date: _____

Model Standards that apply:
-
-
-
-

Current situation:

Desired outcomes:

Challenges:
-
-
-
-

Action Steps:	Person Responsible:	Action Dates:
1. _____		
2. _____		
3. _____		
4. _____		